



# QUICK FACTS



## Libya School Assessment

### Background

In 2012 the Libyan Ministry of Education, supported by UNICEF with the technical assistance of the NGO ACTED, conducted an assessment of all Libyan schools enabling the collection of comprehensive baseline data on the status of the education sector in Libya following the 2011 uprising. The assessment covered all Libyan schools (4,800 in total) through a comprehensive survey that consisted of 63 items covering 5 dimensions (school information, student and teacher information, WASH facilities, education facilities and materials, protection issues).

The assessment applies the geographical visualization of relevant indicators in order to clearly determine the disadvantaged areas for the different dimensions of analysis. In order to identify the areas with more needs in the different dimensions of analysis a multiple indicators ranking system has been used.

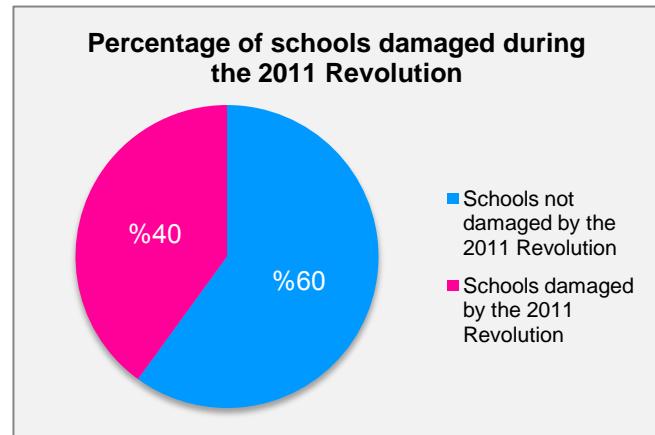
### Findings

- Only one public school out of 100 have functional toilets for children with disabilities
- Less than one school out of 20 has provisions for students with special needs
- One out of 20 schools provide education at kindergarten level
- 1 out of 4 schools does not provide drinking water
- 1 out of 3 schools does not have a waste collection/disposal system in place
- 1 out of 3 schools is located close to an highway without a safe crossing point
- 50 % of all schools have requested additional textbooks, visual aids and teaching materials to improve the learning environment
- There are 5 students per teacher in average

### The Way Forward

As a result of the assessment, a set of key policy recommendations are presented in the report for the development of comprehensive and effective

### School damage from 2011 Revolution



educational policies. In the short term, immediate critical needs have to be addressed to allow for the normalization of Libyan schools. Related action will particularly focus on the areas that were heavily affected by the fighting during the uprising. In the medium-long term, the key priority areas are the following:

- Improve the school environment through the adoption of Child-friendly standards and criteria for the design, renovation and construction of schools, including appropriate facilities and support to children with special needs.
- Promote Early Childhood Development increasing the number of centers and schools providing pre-primary education, applying relevant learning and development standards for children from 0 to 6 years and providing specialized training/information sharing for educators/ caregivers and parents.
- Regularly update data to have reliable information in order to take the right decisions for education planning, management and financing.
- Use the data provided by the assessment to develop 3-5 year investment plans to enhance the learning environment for children in Libya.

